

## Beaufort Middle

2501 Mossy Oaks Road  
Beaufort, South Carolina 29902

**Grades** 6-8 Middle School

**Enrollment** 615 Students

**Principal** Carole T. Ingram 843-322-5700

**Superintendent** Dr. Phillip J. McDaniel, Interim Superintendent 843-322-2300

**Board Chair** Dale Friedman 843-322-2356

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	23	1	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Average	Average	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Unsatisfactory	No

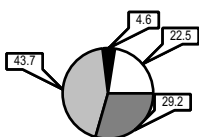
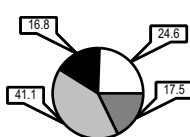
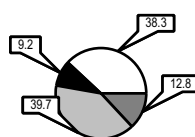
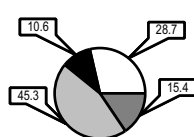
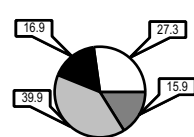
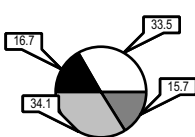
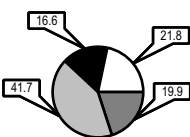
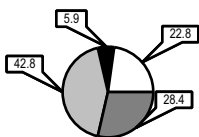
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	98.3	99.2
<b>English 1</b>	100.0	97.8
<b>Biology 1/Applied Biology 2</b>	N/A	97.7
<b>Physical Science</b>	88.5	71.1
<b>All Subjects</b>	95.7	98.2

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	614	95.4	21.4	43.6	30.2	4.8	45.6	Yes	Yes
<b>Gender</b>									
Male	309	95.1	24.0	48.3	22.9	4.8	39.5	N/A	N/A
Female	305	95.7	18.9	38.9	37.5	4.7	51.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	362	95.9	11.7	44.5	37.4	6.4	56.4	Yes	Yes
African American	212	93.9	39.0	42.2	17.6	1.1	26.2	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	20.0	50.0	30.0	0.0	45.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	536	99.1	17.8	44.4	32.5	5.3	49.5	N/A	N/A
Disabled	78	70.5	56.9	35.3	7.8	0.0	7.8	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	614	95.4	21.4	43.6	30.2	4.8	45.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	609	95.4	21.4	43.5	30.4	4.8	45.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	246	91.5	37.3	46.3	15.9	0.5	25.4	No	Yes
Full-pay meals	368	98.1	12.2	42.0	38.6	7.2	57.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	614	95.6	23.3	41.4	17.9	17.4	46.9	Yes	Yes
<b>Gender</b>									
Male	309	95.5	24.0	39.9	17.7	18.5	44.6	N/A	N/A
Female	305	95.7	22.5	42.9	18.2	16.4	49.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	362	96.1	15.0	37.7	23.0	24.2	58.9	Yes	Yes
African American	212	93.9	40.1	47.6	8.0	4.3	23.0	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	5.0	55.0	25.0	15.0	55.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	536	99.3	19.0	43.0	18.8	19.2	50.3	N/A	N/A
Disabled	78	70.5	64.7	25.5	9.8	0.0	13.7	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	614	95.6	23.3	41.4	17.9	17.4	46.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	609	95.6	23.2	41.3	18.0	17.5	47.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	246	91.9	38.3	45.8	9.5	6.5	27.9	Yes	Yes
Full-pay meals	368	98.1	14.5	38.8	22.9	23.8	58.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	613	96.4	37.7	40.1	12.8	9.4	22.2
<b>Gender</b>							
Male	308	96.1	36.1	36.1	15.0	12.9	27.9
Female	305	96.7	39.2	44.2	10.6	6.0	16.6
<b>Racial/Ethnic Group</b>							
White	362	96.1	25.5	43.5	16.8	14.1	30.9
African American	211	96.2	60.4	31.5	7.1	1.0	8.1
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	25.0	70.0	5.0	0.0	5.0
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	536	99.3	33.3	42.6	13.9	10.1	24.0
Disabled	77	76.6	69.1	22.1	4.4	4.4	8.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	613	96.4	37.7	40.1	12.8	9.4	22.2
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	608	96.4	37.3	40.4	12.9	9.5	22.3
<b>Socio-Economic Status</b>							
Subsidized meals	245	93.9	57.9	29.4	8.9	3.7	12.6
Full-pay meals	368	98.1	25.2	46.7	15.2	12.9	28.1

<b>Social Studies</b>							
All Students	614	95.3	27.6	46.0	15.5	10.9	26.4
<b>Gender</b>							
Male	309	95.1	27.1	44.3	13.6	15.0	28.6
Female	305	95.4	28.1	47.7	17.4	6.8	24.2
<b>Racial/Ethnic Group</b>							
White	362	95.6	19.9	46.5	19.0	14.5	33.5
African American	212	93.9	41.6	45.7	9.1	3.6	12.7
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	20.0	50.0	30.0	0.0	30.0
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	536	98.7	23.6	47.6	16.9	12.0	28.9
Disabled	78	71.8	56.5	34.8	5.8	2.9	8.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	614	95.3	27.6	46.0	15.5	10.9	26.4
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	609	95.2	27.4	46.1	15.6	10.9	26.5
<b>Socio-Economic Status</b>							
Subsidized meals	246	91.9	44.9	39.7	10.3	5.1	15.4
Full-pay meals	368	97.6	17.0	49.9	18.7	14.4	33.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	204	99.0	31.8	43.6	20.7	3.9	24.6
	7	186	100.0	23.6	43.1	29.9	3.4	33.3
	8	209	100.0	18.3	44.7	31.0	6.1	37.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	95.3	28.0	34.4	30.1	7.5	37.6
	7	205	96.6	18.6	51.1	27.7	2.7	30.3
	8	198	94.4	17.4	45.3	33.1	4.1	37.2
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	204	99.0	21.8	35.8	29.1	13.4	42.5
	7	186	100.0	29.3	32.8	21.3	16.7	37.9
	8	209	100.0	27.9	48.7	16.8	6.6	23.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	95.3	18.3	36.0	22.6	23.1	45.7
	7	205	96.6	22.3	45.2	16.5	16.0	32.4
	8	198	94.9	29.7	43.0	14.5	12.8	27.3
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	204	99.0	43.0	33.5	12.8	10.6	23.5
	7	186	100.0	32.8	38.5	14.9	13.8	28.7
	8	209	100.0	34.0	46.2	16.8	3.0	19.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	95.3	40.6	31.8	16.1	11.5	27.6
	7	205	96.6	37.6	42.3	10.8	9.3	20.1
	8	197	97.5	34.5	46.9	11.3	7.3	18.6
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	204	99.0	25.1	40.2	19.0	15.6	34.6
	7	186	100.0	33.9	36.2	16.1	13.8	29.9
	8	209	100.0	28.4	47.2	17.3	7.1	24.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	94.3	28.9	40.5	16.8	13.7	30.5
	7	205	96.1	30.1	47.7	13.5	8.8	22.3
	8	198	95.5	23.6	50.0	16.3	10.1	26.4

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 615)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	22.8%	Up from 21.2%	26.7%	16.7%
Retention rate	1.8%	Up from 1.0%	1.8%	2.5%
Attendance rate	95.6%	Down from 95.8%	96.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%	Down from 4.7%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 5.0%	2.0%	1.0%
Eligible for gifted and talented	23.1%	Up from 22.9%	23.7%	15.6%
On academic plans	15.0%	N/AV	32.7%	39.9%
On academic probation	0.6%	N/AV	2.3%	0.7%
With disabilities other than speech	12.5%	Up from 10.4%	8.9%	12.4%
Older than usual for grade	2.9%	Down from 3.6%	2.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.5%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	65.3%	Up from 60.9%	58.7%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.3%	N/A	5.1%	9.1%
Teachers with emergency or provisional certificates	4.5%	Down from 5.1%	3.8%	5.6%
Teachers returning from previous year	89.5%	Up from 76.1%	86.8%	84.6%
Teacher attendance rate	93.8%	Up from 93.0%	94.8%	94.8%
Average teacher salary	\$45,003	Up 2.6%	\$43,050	\$42,267
Prof. development days/teacher	N/R	N/R	11.7 days	11.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 16.1 to 1	22.2 to 1	21.1 to 1
Prime instructional time	87.4%	Up from 85.9%	89.8%	89.0%
Dollars spent per pupil*	\$7,572	Up 0.5%	\$5,721	\$6,243
Percent of expenditures for teacher salaries*	61.3%	Up from 60.1%	61.6%	59.8%
Percent of expenditures for instruction*	64.6%		66.0%	65.2%
Opportunities in the arts	Excellent	Up from Good	Excellent	Good
Parents attending conferences	99.3%	Down from 99.7%	96.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Reflecting on our practices and striving to accomplish our goal of implementing a rigorous, engaging middle school curriculum for all students, we began pursuing the International Baccalaureate Middle Years Programme this year. Endorsed by our School Improvement Council, MYP offers a natural progression of growth and expansion for BMS, blending the best of both our programs - integration of the arts and responsible global citizenship - into one program with one philosophy for our entire school.

With the goal of maintaining a positive, relationship-rich culture among all members of our school community, we enjoyed continued collaboration with community scholars and artists who joined us as guest teachers. We developed partnerships with our local Fire and Rescue Squad, City Police, and Carolina Sports Care, all of whom mentored and instructed our students. We hosted the March of Dimes Walk-a-Thon on our campus, sponsored an entry in the Festival of Trees that supports hospice, and enjoyed tremendous community support of our Hurricane Katrina Relief fundraising efforts. Our Mock Trial Team won the championship gavel in the Coastal Regional Competition largely due to the support and assistance of our volunteer attorney coaches. Our Junior Teacher Cadets organized and implemented a Disabilities Awareness Fair for Mossy Oaks Elementary School students. During the year, our students raised over \$13,800.00 for charities including the American Heart Association, March of Dimes, Red Cross, and medical treatments for critically ill students and staff.

We celebrated successes at BMS academically, as well as socially and developmentally. We had 20 Duke Junior Scholars and 6 TIP Scholars, with one receiving the exceptional honor of Grand Recognition. We inducted 32 eighth grade students as charter members of our National Junior Honor Society. 100% of our students taking End-of-Course exams in Algebra I and English I passed, and 88% passed the Physical Science EOC in this first year we taught this course. Our students showed outstanding talent as young authors. One was the district 8th grade winner of the Daughters of the American Revolution Essay Contest; three won the AMVETS Essay Contest; and two had original poems featured in the Low Country Weekly after winning their poetry contest. We aimed instruction at individual learners and the learning process. Skills Boosters met in small groups to perfect critical thinking and problem-solving skills. In its second year, our Goal Achievers program provided enhanced instruction for over-age students. We utilized Wilson Reading strategies to increase skills for selected students. Administering the MAP test in the fall and spring allowed us to chart the progress all our students were making in reading, math, and science. Our staff demonstrated their goal of continuous learning, as 40% of them participated in graduate studies and 20% pursued advanced degrees. Teachers also learned and practiced effective teaching strategies through weekly instructional clusters, as part of our continued affiliation with the Teacher Advancement Program.

We proactively emphasized safety with students, staff and parents, defining what safety means, where students feel safest, and how we care for each other safely on our campus. We refined campus safety procedures, and survey results indicated that 87% of our students always feel safe at school.

We look forward to continued learning in 2006 - 2007, as we seek the MYP authorization and cultivate inquiring, caring students who are lifelong learners.

Carole Ingram, Principal  
Dana Mullins, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	34	138	49
<b>Percent satisfied with learning environment</b>	94.1%	77.9%	81.3%
<b>Percent satisfied with social and physical environment</b>	97.1%	80.4%	73.5%
<b>Percent satisfied with school-home relations</b>	79.4%	84.1%	68.8%

\*Only students at the highest middle school grade level at this school and their parents were included.